

2005 PAAP Science & Technology Entry Slip for Content Standard

Student Name: _____

Grade: _____

A

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

SCIENCE AND TECHNOLOGY

A. Classifying Life Forms	①	2	3	4					
B. Ecology	1	2	3	4	5				
C. Cells	1	2	3	4	5				
D. Continuity & Change	1	2	3	4	5	6	7		
E. Structure of Matter	1	2	3	4	5	6	7	8	
F. The Earth	1	2	3	4	5	6	7		
G. The Universe	1	2	3	4	5				
H. Energy	1	2	3	4	5	6	7	8	9
I. Motion	1	2	3	4	5	6			
J. Inquiry & Problem Solving	1	2	3	4	5	6			
K. Scientific Reasoning	1	2	3	4	5	6	7	8	9
L. Communication	1	2	3	4	5	6	7	8	
M. Implications of Science & Technology	1	2	3	4	5	6	7	8	

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: A Performance Indicator: 1 Rubric Level: 1 Rubric Page# S&T 1

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:

Selected Response ☒ Constructed Response ☒ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Living and Non-Living Things Are Different

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to fill in a chart by answering yes or no questions related to the characteristics of six listed objects/organisms.

Prior Knowledge and Skills Required:

The student needed to understand characteristics of living and non-living things.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided a chart including a list of objects/organisms questions related to possible characteristics of living/non-living things. The questions helped the student analyze his/her knowledge in order to sort the things into 2 groups (living and non-living).

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Student Name _____ Date _____

Living and Non-Living Things Are Different!

Identify the characteristics of each living or non-living thing listed on the chart by filling in “yes” for characteristics they have and “no” for characteristics they do not have. Use the answers to the first four questions to decide if each thing is living or not.

	Does it breathe?	Does it grow?	Does it move by itself?	Does it have babies?	Is it living?
Bear					
Rock					
Flower					
Bee					
Pencil					
Mosquito					

% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: A Performance Indicator: 1 Rubric Level: 1 Rubric Page# S&T 1

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:

Selected Response ☒ Constructed Response ☒ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Living and Non-Living Things Are Different

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to fill in a chart by answering yes or no questions related to the characteristics of three additional objects/organisms. When the chart was completed, the student used both of the charts completed to help determine two differences between living and non-living things.

Prior Knowledge and Skills Required:

The student needed to understand characteristics of living and non-living things.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided a chart including a list of additional objects/organisms and questions related to possible characteristics of living/non-living things. The questions helped the student analyze his/her knowledge in order to sort the things into 2 groups (living and non-living) and identify two differences between them.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Living and Non-Living Things Are Different!

Identify the characteristics of each living or non-living thing listed on the chart by filling in “yes” for characteristics they have and “no” for characteristics they do not have. Use the answers to the first four questions to decide if each thing is living or not.

	Does it breathe?	Does it grow?	Does it move by itself?	Does it have babies?	Is it living?
Pine Tree					
Basketball					
Dog					

Using the chart above and the one you filled for the first task, give two differences between living and non-living things.

1. _____

2. _____

% Correct _____

The following blank pages can be substituted for the existing Task 1 and/or Task 2.

Student Name _____ Date _____

Living and Non-Living Things Are Different!

Identify the characteristics of each living or non-living thing listed on the chart by filling in “yes” for characteristics they have and “no” for characteristics they do not have. Use the answers to the first four questions to decide if each thing is living or not.

					Is it living?

% Correct _____

Student Name _____ Date _____

Living and Non-Living Things Are Different!

Identify the characteristics of each living or non-living thing listed on the chart by filling in “yes” for characteristics they have and “no” for characteristics they do not have. Use the answers to the first four questions to decide if each thing is living or not.

					Is it living?

Using the chart above and the one you filled for the first task, give two difference between living and non-living things.

1. _____

2. _____

% Correct _____